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This paper describes the model for a program of compensatory education designed to intervene directly in the home so that the home situation might lead to better school and life performance. A section on "Rationale and Major Objectives" explains the program emphases: (1) the development of nonprofessionals as parent educators and as effective participants in the classroom teaching process, and (2) the development of appropriate observation procedures and instructional tasks which can be carried from the school into the home to establish a more effective learning environment. Specific objectives are listed for changes in mothers, teachers, and pupils. The role of the aide in effecting home-school liaison is outlined, and a typical day in the classroom is described. A section on "Procedures for Implementation" describes (1) the summer workshop to train both teachers and aides in their role relationships and in a set of observation techniques for studying individuals, groups, teaching behavior, or classroom climate; (2) the development of materials and teaching procedures; (3) the consultant and monitoring system developed by the university to assist participating schools. Sections on "Expectations" and "Future Developmental Work" include preliminary evaluative notes on the model's first year of operation. (SP 002 386 is a related document.) (JS)

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Follow Through

THE FLORIDA PARENT EDUCATION MODEL[1]

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Rationale and Major Objectives

A considerable body of research literature indicates that a major source of a student's pattern of achievement and motives for achievement, as well as his personality structure, is the home in which he grows up. The behavior and attitudes of his parents, as well as the nature of the physical setting and materials provided, have a direct impact on his behavior before and during the school years. In particular three elements of the home may be categorized: Demographic factors (housing, income, ethnic membership), cognitive factors, and emotional factors. The cognitive variables might be further defined as the amount of academic guidance provided, the cognitive operational level and style of the parents, the cultural activities they provide, the amount of direct instruction they engage in, their educational aspirations, their language structure and the frequency of language interaction, and the intellectuality they provide such as in books, magazines, and the like.

The parental emotional factors may be conceived of as the consistency of management and disciplinary patterns, the parents' own emotional security and self-esteem, their belief in internal versus external control of the environment, their own impulsivity, their attitudes toward school, their willingness to devote time to their children, and their patterns of work (Gordon, 1968, in press). If these factors do contribute to child performance, then one phase

[1]Prepared for the Atlanta Follow Through Workshop, October 10-12, 1968.

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of the educational program, especially in compensatory education, should be the education of parents to not only recognize these factors but also to change them in ways which might increase the achievement motivation, intellectual behavior, and self-esteem of the child. The Florida Parent Education Follow Through Model, therefore, was designed to directly intervene in the home so that the home situation might lead to better school and life performance.

Not all of the child's behavior, obviously, is a function of the home. The school itself plays an integral role in the intellectual and personality development of the child. The nature of the curriculum, the mode of teacher behavior, the classroom ecology, all influence not only immediate behavior but also patterns of behavior for the future. Any program of compensatory education needs to work not only in the home but also in the school. The Florida Model, therefore, provides ways of changing the classroom organization and teaching patterns as well as influencing the curriculum in a Follow Through classroom through the use of paraprofessionals, systematic observation techniques, and curriculum development based upon Piagetian theory.

The program emphasis is on (1) the development of nonprofessionals as parent educators, and as effective participants in the classroom teaching process, and (2) the development of appropriate observation procedures and instructional tasks which can be carried from the school into the home to establish a more effective home learning environment.

Specific objectives are:

1. Changes in mothers' (including parent educators):
   - A. Attitudes toward school
   - B. Language
   - C. Involvement in school activities
   - D. Teaching behavior with her child

E. Provision of intellectual and cultural experiences for the child

2. Changes in the school through:

A. Improvement in teacher morale

B. Changes in classroom organization and duties as they refer to the teacher and the aide

C. Changes in teachers' language (toward more effective communication with the disadvantaged pupils)

D. Development of systematic instructional tasks which have as their main thrust cognitive development

E. Changes in the personal-social climate of the classroom

3. Changes in pupils':

A. Self-concept

B. Classroom behavior

C. Achievement in school activities

It is obvious that we expect the changes to be in a positive direction.

Key Elements

The key elements of the program are the training of the mother (one or two to each classroom) in the role of combined parent educator and teacher aide along with training the teacher in the use of an aide. Both are taught techniques for studying individual and classroom behavior, and procedures for the development of teaching tasks. The parent education activity consists of periodic (preferably once a week) home visits in which the major activity is the demonstration and teaching of the mother in tasks that have been devised in school to increase the child's intellectual competence and personal and social development. As a part of the demonstration in teaching, the parent educator will help the mother understand the purposes of each task, how to

perform it, and how to estimate the ability of the child to complete the task.

The parent educator will also serve as the first line liaison person between the Follow Through program and the home. She will serve as a referral agent for medical, dental, psychological, or social services, by informing the mother of the existence of such services and, depending upon the community, establishing the contact between the home and a representative of these services. This requires that the parent educator understand the nature of other Follow Through and community services in addition to understanding her role in the task area.

In the school, the parent educator serves as a teacher aide in implementing instructional activities through assisting in the observation of individual pupils and general classroom behavior and in working with individuals or small groups on various tasks. A basic element in the Florida Model is the upgrading of the aide to carry on such technical tasks.

A key element in the program is the classroom teacher. She supervises the classroom work of the aide and assists her in planning and impelementing the parent education activities. In return she receives more effective technical help from a second or third adult in the classroom in carrying out the general goal of reaching each child.

Procedures for Implementation

In order for the parent educator and the teacher to carry out the complex system of home and school task building and observation, the summer workshop taught both teachers and aides a set of observation instruments (available upon request) designed to enable either the teacher or the aide to study a particular child, several children, or the classroom at large as well as to study the teaching behavior and general classroom climate. This workshop training will be supplemented throughout the year by monthly consultant visits

and a data monitoring program.

A second element is the development of materials and teaching procedures for the parent educator to take to the home. Beginnings were made on laying a theoretical rationale and teaching a way of development of procedures in the summer workshop. The Florida Parent Education Model in no way determines for a school community what its curriculum should be. The effort is to enable the teacher and school to examine the curriculum and apply an analytical orientation to it so that particular tasks may be developed which are appropriate for home training. This was begun in the workshop and the consulting and monitoring operations will also be related to this activity.

A possible classroom on a particular day might proceed as follows: Teacher and aide will sit down and plan together that the aide will apply some techniques for pupil observation to studying a particular child or several children for a stated period of time while the teacher will conduct the usual range of activities. The aide will then report to the teacher on her observations and the teacher-aide team will then make some decision as to what particular curriculum materials will be appropriate for those children. The teacher and aide then will decide which of these the aide may be able to use in either individual or small-group work. The aide will carry out this activity and feed results back to the teacher. At the same time as she is doing this with the child in the school, she will visit the home and teach the mother either the same or a complementary task. The number of home visits which will be made is to some degree a function of size of class and number of aides employed. Generally, visits will be no further apart than once every two weeks. The aide will then report back to the teacher (using a standardized observation report form) and the cycle will begin again.

A consultant and monitoring system has been developed to assist schools

in implementing this type of activity. Each local community will send monthly reports to the University of Florida (approximately two weeks before a scheduled consultant visit), including data consisting of classroom observations of the class at large and each individual pupil, copies of the tasks taken into the homes, the observation reports of the home visits, and an audio tape taken during a classroom instructional period. These data will be analyzed to assess the possible difficulties and needs of the community. The consultant will then be briefed and will carry back with him an analysis of the data along with ideas for continued inservice training of the Follow Through group. In this way the data serve constantly as feedback. As effective teaching tasks are developed in a particular community, they will be shared with the other communities for possible use. In this way a body of materials suitable for home learning will be identified for general distribution.

Expectations

It is obvious that this is a complex program requiring effective teamwork not only between the University and the local communities but also between teachers, aides, parents, and administrators. One condition essential for effective implementation is the understanding by the school principal and other administrative school personnel of the nature of the program, its expectations, and its requirements. It is hoped that the consulting visits will involve the principal and other school personnel so that this condition can be met. The continued inservice education of teachers and parent educators, particularly those who did not attend the workshop, is essential for the program. We make no assumptions that the program will go well in its early stages. We see this first year as enabling both the schools and the University personnel to learn how to make such a program work. This means that another essential condition is a high degree of flexibility, willingness to change, and tolerance

of ambiguity by all concerned. Only if this exists can the monitoring system work for change rather than serve to freeze the program prematurely. We do not expect the essential elements of the role of parent educator and teacher to be learned and understood and applied without a good deal of give-and-take and interaction. On the other hand we see the development of the parent educator role as essential and as the one part of the program basically not subject to much modification.

If by the end of the first year teachers have learned to use a parent educator for observation and task work, if teachers have learned to continuously assess what they are doing in terms of its purposes, if parent educators have been able to establish continuing contacts with many of the homes, and if the parents in these homes have begun to understand the importance of their role and have learned some specifics for working with their children, we will have gone a long way toward accomplishing our objectives. Based on these achievements, continuing years will be needed to tighten up and improve the general model and its procedures.

Future Developmental Work

When we entered, naively, upon this activity in Kansas City we had not envisioned how critical it would be that people in this model engage in curriculum development. We now see this as a very important part of the model although, I repeat, we do not wish to determine for a community what its curriculum should be. We see curriculum development as enabling them to make the most out of whatever it is they wish to teach. The process of development and the application of a theoretical rationale is part of our future developmental work. As a result of the summer workshop we are even more convinced of the utility of the systematic observation of classroom behavior and of home learning behavior as key elements in the work of the parent educator and teacher.

Future developmental work is needed in the design of observation approaches which can be used and learned by teachers and nonprofessionals in the home and school setting. Further developmental work in the definition of the relationship of the parent educator to the noninstructional and non-parent involvement elements of the program is also needed. How does the parent educator serve as the liaison person? Should she become an ombudsman? These are questions to which we must address ourselves. We look forward to this continued development.